

Joining US PREP



The University-School Partnerships for the Renewal of Educator Preparation National Center (US PREP) provides on-the-ground support and services to university providers to create classroom-ready teachers and advance learning and innovation in teacher preparation.

Each provider is committed to developing strong partnerships with school districts, implementing rigorous performance assessments to build teacher candidates' instructional competencies, using data to inform programmatic improvement, and ensuring that their own faculty are effective teacher educators. Members of the coalition make a four-year commitment to transform their teacher preparation programs to include the following:

Teacher Preparation Components	US PREP Model
Commitment to strong district partnerships	<ul style="list-style-type: none"> • School partners have a strong voice in program design, implementation and evaluation and consider the district-based program as their “grow your own” pipeline for high quality new teachers • Both partners participate in the recruitment, preparation and evaluation of teacher candidates • Both partners prepare teacher candidates to be successful in the partner district (e.g., tailoring program features to align with specific district initiatives) • School-university partners engage in quarterly shared governance meetings to review data and make decisions regarding program direction
Rigorous, aligned, and relevant curriculum	<ul style="list-style-type: none"> • Teacher educator faculty and the program hold teacher candidates to the competency-based demonstration of mastery on performance gates • Staffing embodies effective teacher educators who are models of high quality teaching that results in teacher candidates who can proficiently enact selected practices and skills • Assignments in each course require students to <i>apply</i> teaching skills and receive feedback based on the established instructional rubric • Systematic program improvement research teams (design-based research) are active, indicating that courses, instruction, major assignments and clinical processes are together producing improved results through iterative research design
A rigorous clinical teaching experience	<ul style="list-style-type: none"> • A full-year undergraduate residency in the senior year and meaningful field experiences prior to the residency experience • A recruitment, selection, and training model for mentor teachers (trained prior to semester and then quarterly for the entire residency) • A mandatory, monitored co-teaching model where teacher candidates add value by positively impacting student achievement • Incorporating of a K-12 student perception survey that is used to support the training/growth of teacher candidates.
Performance-Based Accountability	<ul style="list-style-type: none"> • A full time faculty member (the “site coordinator”) assigned to a cohort of 10-20 teacher candidates housed together in a specified set of schools <ul style="list-style-type: none"> • conducts clinical supervision, • trains mentor teachers, • conducts performance assessments and provides explicit, instructional coaching to candidates, • teaches courses, and • plans and leads quarterly school-university governance meetings • A rigorous performance assessment (observation) process using a research-based instructional rubric where teacher candidates are required to display proficiency (score a 3) in each of the instructional rubric indicators or, they do not continue in the program
Data for Continuous Improvement	<ul style="list-style-type: none"> • Systems utilized for collecting, analyzing and communicating data to support teacher candidate growth, improve course instruction and ultimately to monitor program quality, fidelity and effectiveness • College leadership has established norms for reviewing data on a semester by semester basis



How can universities benefit from joining US PREP?

Members of the coalition benefit from learning from other universities as well as receiving support and services including:

- Assigned, full-time US PREP implementation coaches
- Continuous on-the-ground assistance for strengthening programs to achieve outcomes
- Professional guidance for securing additional grants
- Peer-to-peer university professional learning community
- Research support in studying and identifying the most impactful teacher preparation practices
- Leadership support for deans
- Database and data use support processes



How do I join US PREP?

Successful providers:

- Have a dean who is motivated to make changes
- Have leadership teams who are committed to their district partners and the MOU
- Have leadership teams who are committed to high quality programming and scale in light of budgetary impact

Contingent on secured funding, the application process involves:

- Completing a needs assessment and application
- Submitting letters of support from the following people:
 - University Dean
 - University Provost
 - University President
 - School District Partner Superintendent
- Once applications have been reviewed, US PREP staff will schedule a two-hour virtual or in-person interview with the University Dean, School District Superintendent, and program leaders to review the application and commitments.



[Begin the Process Now!](#)